



The Tennessee Comprehensive Assessment Program Alternate Portfolio Assessment (TCAP-Alt PA) Post Test Brochure

Purpose of this document

This information is provided to assist you in understanding the Tennessee Comprehensive Assessment Program – Alternate Portfolio Assessment (TCAP-Alt PA). TCAP-Alt PA is the alternate assessment part of TCAP, which is administered annually to all students in Tennessee. TCAP-Alt PA is designed for students with moderate, severe, and profound disabilities who cannot participate in regular TCAP assessments, even with testing accommodations. The TCAP-Alt is a performance-based assessment of student academic progress in the content areas of reading/language arts, mathematics, science, and social studies.

Participation of all students in statewide assessments is required by federal law—the Individuals with Disabilities Education Act Amendments of 2004 (IDEA '04) and No Child Left Behind of 2001 (NCLB '01) - and ensures that your child is assessed on the same learning standards as all students in Tennessee. It allows parents and educators to know how students with significant disabilities are progressing toward learning the knowledge and skills contained in the Tennessee Curriculum Frameworks. The purpose and uses of the Alternate Assessment corresponds to those of the general or regular assessment (Tennessee Comprehensive Assessment Program [TCAP]). TCAP-Alt PA will produce information useful for planning and instruction at system, school and student levels, and it will provide valid and reliable data to document program effectiveness

The TCAP-Alt is an assessment of school programs—not students. Teachers, parents, and administrators will use the results of this assessment to make individual educational plan (IEP) and instructional decisions to enhance program opportunities for your child.

The TCAP-Alt PA is developed individually for each student, so that it focuses on academic skills that are relevant for your child. It provides a different way for your child to show what s/he knows and what s/he can do in his/her school program. The TCAP-Alt portfolio is a journal completed throughout the school year that shows in pictures, words, products and activities what a student knows and is able to do.

The report depicted inside is an independent appraisal of the student's portfolio conducted by Measurement Incorporated, the scoring contractor. During the portfolio appraisal process, individual readers evaluate the materials based on the rubrics (scoring guides) developed by the state. At least two independent evaluations are made to arrive at a score. Evaluations that differ are resolved by more senior staff or by teams of evaluators. Scores are combined according to formulae developed by the state to determine an overall Performance Level.

Unless otherwise indicated, student portfolios are assessed using a **Regular Rubric** that addresses all of the Program Areas shown in the report.

Portfolios documenting the activities of students declared homebound for the entire year or those attending special schools may be assessed with a **Homebound Rubric** that restricts assessment to the Content and Choice dimensions and limits the maximum score that may be awarded.

TCAP Alt Portfolio assessment is not required in grades K-2 unless the district conducts testing for all students. In those cases, the particular subject area(s) assessed may vary from district to district.

For high-school students, the portfolio assessment is determined by the student's IEP. Prior to exiting high school, however, students must test in three subject areas: Math, Reading/Language Arts (including writing), and Science. Suggested grade level assessments are:

Performance levels are determined by formulae that combine the scores awarded to the portfolio in each of the Program Areas. Definitions of the performance levels appear just above in the description of the student's progress. There are three levels of performance: Advanced, Proficient, and Below Proficient. Performance levels for subject areas not assessed are labeled Not Applicable. Performance levels for subject areas not assessed but which are required are declared Below Proficient

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Content – The degree to which the activities for instruction, performance and generalization are age appropriate, functional and meaningful.

Choice – The degree to which the student has the opportunity to make content related choices within activities; valid choice-making opportunities give the student control over his/her environment and facilitate ownership of performance.

Settings – The degree to which multiple inclusive settings or environments are used for instruction and/or generalization (e.g., integrated, general education classroom; library; cafeteria; playground; campus; restaurant; store; etc.).

Supports – The degree of effectiveness of accommodations and adaptations provided during instruction.

Peer Interactions – The degree to which the student has access to non-disabled peers during program instruction.

Regular Rubric	10	points maximum
Modified Rubric	6	points maximum
Homebound Rubric	*	not assessed